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CITY COLLEGE NEWS

SEPTEMBER 1994

GEORGE BROWN COLLEGE

VOLUME 12 NO. 1



SHARLENE WIZNUIK AND ZSOLT KOTE met in Hungary this past spring but got married in Toronto this summer when Kote took a English program at George Brown.

College teaches language of love

By Peter Vamos

George Brown played cupid this summer – uniting lovers half a world apart.

It was love at first sight for the now happily married couple, but if it wasn't for the college, international borders, 8,000 km and a wide ocean would have blocked their bliss.

In May, Zsolt Kote, 20, and Sharlene Wiznuik, 25, saw each other for the first time across the crowded bar room of a Budapest youth hostel. They were immediately drawn together.

"I'd felt all that day that I was about to meet the love of my life," Zsolt says, his Hungarian accent weighing heavily on his words. "It was really strange, but I felt it very strongly. That night I went to visit my friend who was working at the hostel and I saw her there."

Love struck, Zsolt, who at the time was working in the nearby subway station selling popcorn, wrote a love letter and had his friend deliver it to Sharlene, a Toronto native who was traveling in Hungary. For the next month, the couple were inseparable, living a story book romance through the spring in one of the world's most romantic cities.

But their whirlwind love affair almost turned to disaster after Sharlene had to return home.

Sitting in a cafe, the young couple, both dressed in trendy black, reminisce over the terrible fate of being separated and how George Brown's new Summer Languages program came to their rescue.

"It was heart-breaking," says Sharlene.

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More grads are self-employed, taking contracts, part-time jobs

Standing alone in her garage, ankle deep in dust and the innards of an easy chair, Charlene Richardson couldn't be happier.

Three years ago Richardson enrolled the Furniture Production and Design program at George Brown with the hope of starting her own business. Today her upholstery business – called *The Big Stuff* – is booming.

"That was the original plan from day one. I was sick of working for someone else," she says.

"I work about five or six hours a day, which doesn't seem like much, but I also work on weekends. The great thing about working at home is you can work whenever you feel like it."

Richardson is part of a growing trend among college graduates. More people are finishing their post-secondary education and finding few options but to take part-time or contract work – or go into business for themselves.

George Brown's 1992-93 Graduate Employment Report, released this summer, shows 20 per cent of all employed graduates are working at part-time jobs related to their fields. That's a huge jump from one per cent in the 1987-88 report.

Conversely, the number of graduates in the job market who found a full-time job related to their studies dropped to a historic low of 50 per cent in the latest report.

This is a trend not reserved solely for George Brown graduates either – it's province wide. Part-time jobs have increased from 568,000 in 1980 to 866,000 in 1993, says Frank Whittingham, senior manager at the Ontario Training and

Adjustment Board – the new provincial group concerned with employment and training.

That means 18.1 per cent of the workforce were employed part-time in 1993 compared to 14.1 per cent in 1980. Another 14.1 per cent are self employed. That means nearly a third of the labour force no longer works at permanent, full-time jobs.

In fact, recent statistics reveal that two thirds of all new jobs created since the recession began have come through self-employment.

"This is definitely a growing component of our labour market," says Whittingham. "It is not a glitch."

Whittingham attributes several factors to this new trend: growth in service sector jobs, which traditionally employ workers on a

part-time basis; economic uncertainty; and lower costs related to using contract workers which saves on benefit payments.

"We're going to be seeing this (trend) for quite a while," says James Erikson, a career consultant at George Brown who put together the college's Graduate Employment Report. "What was, won't necessarily be again."

Erikson fears that many students are setting themselves up for disappointment and feelings of failure by expecting that when they graduate they will find full-time, permanent jobs in their chosen field.

A Ministry of Education and Training survey of 1991 college graduates says that roughly 70 per cent of all those working at

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CHARLENE RICHARDSON started her own business after she graduated from George Brown. She's part of a trend towards self-employment, contract and part-time work as full-time, permanent jobs became scarcer.

SPECIAL PULL-OUT: THE ACADEMIC PLAN ONE YEAR LATER

Return Address: George Brown College, Marketing Services, P.O. Box 1015, Station B, Toronto, Ontario M5T 2T9

HEARD IN THE HALLS

Why did you decide to come to George Brown?



"It's the closest college and it's got what I need. I want to be a child and youth worker. I did volunteer work and the people I worked with told me it was a good program."

Natacha Ward
Child and Youth Care
Worker
St. James



"This is the only college that offers the graphic design courses that I want. I called around to other colleges like Sheridan but they didn't offer these."

Anita Ip
Continuing education
student
St. James



"There ain't no other courses like it as far as I can tell. It's the Career and Work Counsellor program (and) it's a career change for me."

Brant Wilson
Career and Work
Counsellor Program
St. James



"It's a good program. I have a friend who took it and said it was good.... Even though getting here is a bit out of my way because I live in Markham, I don't mind."

Nicole Cover
Nursing
St. James

Lovers reunited at college

Continued from page 1

Then she discovered that for the first time George Brown was offering a six-week summer English program – and Zsolt jumped at the chance to improve his English, find out about life in Canada and continue the relationship that started in Hungary.

Formalities were quickly completed and after three painful weeks of separation, Zsolt stepped

off a plane and the couple was reunited. It was on the drive back into the city from the airport that they decided never to part again.

They were married in a modest ceremony two months ago – with fellow students from around the world throwing them a party.

With Sharlene in tow, the program took Zsolt and 18 fellow students on tours around Toronto

and Southern Ontario not only teaching them the language but exposing these visitors to the cultural aspects of their surroundings.

"It was just fantastic," says Zsolt. "We were together with a bunch of different nationalities and everyone was happy just being together and doing all those things...we had a lot of fun."

The Summer Languages program brings together people from around the world and emphasizes language development through firsthand experience. Students went to such area attractions as a Blue Jays game at SkyDome, summer theatre productions and Niagara Falls.

But the fun of field trips aside, the future holds some serious obstacles for this young couple. Finances are tight as Zsolt can't legally work in Canada and Sharlene's part-time job at the Zoo Bar has to pay the bills and put food on the table.

Unlike the U.S., the simple act of marrying a citizen of Canada does not guarantee Zsolt will gain Canadian citizenship. A few years ago he could have claimed political asylum, but Hungary is no longer a communist country so Hungarians cannot seek refugee status.

That means Sharlene will have to find full-time work in order to sponsor her husband. Aside from looking for work, she also hopes to eventually get her teaching certificate.

Once everything settles down, Zsolt hopes to go to university and put his English skills to work as a Hungarian translator.

But for a pair who believe fate's hand brought them together in the first place, and a Toronto college playing international cupid, there's no reason for them to think their dreams won't be realized.



SHARLENE WIZNUIK AND ZSOLT KOTE tied the knot in July with a ceremony in Toronto. Kote was then a student in George Brown's new Summer Languages program.

Full-time positions scarcer survey finds

Continued from page 1

part-time jobs were doing so because they couldn't find full-time work.

At George Brown, the proportion of graduates working in part-time positions varied greatly by field of study. Community Services and Health Sciences had the highest number of graduates employed in part-time jobs related to their fields at 29 and 33 per cent respectively as a proportion of the total number of employed graduates who responded to the survey. Hospitality was third with 18 per cent of its employed graduates working part-time.

Graduates of Graphic Arts programs were most successful in finding full-time jobs related to their studies – with 80 per cent of employed graduates in the survey finding this type of work.

New economic realities indicate students could have to work at two or more part-time jobs or work as freelancers to make ends meet, says Erikson. That means in order to make a living, graduates must be ready to hustle.

Erikson says he would like to see the college develop a course called "Student Success" with an emphasis on preparing students in networking, adapting to change and balancing several jobs at once.

"For most of the students who don't have work, it is because they don't know how to look for work."

Student Career Services currently offers workshops to help students adapt to new job-search styles, and consultants like Erikson are available to speak to classes on what techniques graduates should employ.

For her part, Richardson had a simple but effective way to launch of her business. Two months before her graduation, she had business cards made up and began distributing them to nearly everyone she met. She's never once advertised her business, she says.

"It's just word of mouth and it snowballs like crazy," she says. "You just have to know a lot of people."

Business has become so brisk that she and her boyfriend will be moving in October from their one bedroom main-floor flat to a two-storey house just outside Rosedale to accommodate her work.

The George Brown employment report shows that not all graduates were as well positioned for immediate career success.

The survey, of 2,525 people who graduated between Sept. 1 1992 and Aug. 31, 1993, reported high levels of graduate unemployment.

When surveyed in November 1993, 28 per cent of the 1,238 graduates who responded to the survey, and were in the job market, were unemployed.

Unemployment varied from highs of 40 per cent for Business grads and 37 per cent for Technology grads to a low of 14 per cent for Hospitality graduates in this group.

Student Career Services contacted 1,383 out of 2,525 graduated students for the survey. Copies of the full report are available in Counselling and Student Career Services offices at all campuses.



DAY CARE CENTRE TO OPEN AT CASA LOMA – Ted Szczecina installs insulation in mid-August on the floor of the outdoor playground of the Casa Loma Child Care Centre which is scheduled to open on Sept. 6. The insulation is now covered with a rubber play surface. The 7,000-square-foot centre has space for 50 children but will open with between 30 and 35. About 20 of those will be children who move to Casa Loma from Kensington when the Learning Centre there closes.



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STUDENTS LOBBY FOR REDUCED TRANSIT FARES

George Brown's Students' Association is joining forces with college and university student groups from across Metro to lobby for reduced fares on buses, streetcars and subways. The students say they want a reduced fare similar to that offered to high school students who pay \$52 for a monthly Metropass instead of \$67. "I think it's almost discriminatory to have a high school Metropass and not a post-secondary one," says Association president Tim Kemp. The student group is trying to persuade Metro Council to support the idea. Kemp is currently one of the highest profile student leaders in Canada with his appointment to the executive of the Board of the Association of Canadian Community Colleges. He has served as a student representative on the Board for two years and is currently investigating a plan that would tie student loan repayment to post-graduation income levels.

SUPPORT STAFF GET PAID PROFESSIONAL DEVELOPMENT LEAVES

George Brown has approved partially-paid professional development leaves for support staff. To be eligible for a leave, support staff must submit a proposal and have been employed by the college for at least six years. Staff will be eligible for leaves of up to a year long. The college will pay between 55 and 70 per cent of salary during the leaves depending on how long the employee has worked at the college. The number of leaves available each year will be established by the college. Two are available for the 1994/95 year. Until now only academic and administrative employees were able to take paid leaves of absence. George Brown has more than 500 support staff – a group that includes cleaners, office staff, computer technicians and day care workers.

FITNESS STUDENTS LOSE CHANCE FOR PROFESSIONAL DESIGNATION

Students of George Brown's Fitness and Lifestyle Management program have lost the opportunity to earn a Certified Fitness Appraiser (CFA) designation. The Canadian Society for Exercise Physiology recently decided that people need a university degree in exercise sciences to become a CFA. George Brown has certified dozens of students as CFAs in the Fitness program since 1987. "The decision was not based on merit of the program or quality of the graduates but simply a degree-status issue," program co-ordinator John Griffin says in a letter to students. Program staff are developing strategies to reverse the decision and encouraging students to express their opinions of it to the society.

INTERNATIONAL BASKETBALL TEAMS PRACTISE AT COLLEGE

Some of the world's best basketball players used George Brown's St. James Campus gym to practise before their big games during the International Basketball Championship in August. Before heading off to SkyDome and the roar of appreciative fans, the German, Croatian, Greek, Puerto Rican and Chinese teams limbered up with practices at the college. It was all so discrete – no announcements, no publicity and tight security – that many staff and students in the campus were unaware that tians were preparing for battle in the 6th floor gym.

ALL STAFF TO GET HARASSMENT AND DISCRIMINATION TRAINING

All George Brown staff will become familiar with the college's policy on the prevention of discrimination and harassment in mandatory training sessions before the end of the year. "This training will address the confusion and anxiety created around the use of the phrase zero tolerance, what it means and how or if it applies to George Brown", says president John Rankin in a letter to staff. The relatively unusual step of ordering compulsory training for staff was necessary to "ensure the success of the policy," Rankin said.

HAIR-RAISING EXPERIENCE

Faculty of Creative Work dean Luke Rombout presents a trophy to Abian Issabaeve (right), winner of a recent hairdressing competition at Casa Loma. Hairdressers had to create dramatic styles for evening such as Issabaeve's swept up, feathered style on the model at centre.



TECHNOLOGY DEAN BECOMES ST. CLAIR COLLEGE PRESIDENT

The head of technology programs at George Brown is now the president of St. Clair College in Windsor. Jack McGee left his position as dean of George Brown's Faculty of Technology and Science in June. He had been with the college since September 1992. A new dean is not being hired right away. Academic vice-president Patricia Groves is currently the acting dean and a consultant has been hired to review the division. Denis Hall of Tech Team Management submitted his report about the division to the college in August. It is currently being reviewed by college management and division staff.



CORY DESCHAMPS displays the winning form that earned him gold medals in the Ontario and North American Skills Olympics over the summer. To win, DesChamps had to beat regional winners from all across America as well as Mexico and Puerto Rico.

Student wins U.S. contest to become top young plumber in North America

A GEORGE BROWN STUDENT is the top young plumber in North America.

Cory DesChamps of Penetanguishene took the gold medal in the North American Skills Olympics in Kansas City, Missouri, on July 1.

It's the first time that a Canadian has won top honours at the fiercely competitive event which involved more than 50 top student plumbers from across the United States, Mexico and Puerto Rico.

DesChamps, 24, won a berth on the Canadian team by acting the Ontario competition this spring and placing second best in a national competition held in Hamilton in late May.

The competitions have earned him more than \$1,000 worth of tools as prizes and the chance to compete in the world Skills Olympics scheduled to be held in France.

This summer also saw DesChamps finish the final in-college part of the plumbing apprenticeship program at George Brown. He's already worked enough on-the-job training hours in the past five years for full certification, and wrote the provincial exam this summer that gave him his Certificate of Qualification.

DesChamps' career in plumbing started at Midland Secondary School where he took a plumbing co-op program – and he still loves it.

"Everyday there are new problems and I have to come up with my own solutions to them," he says.

Coming up with solutions – in record time – was the focus of

the skills competition in which contestants had to put together bathroom plumbing quickly and accurately – all under the scrutiny of judges and the public.

Did all that attention phase DesChamps? No way, he says. "I didn't even notice the people."

DesChamps' win in the Ontario contest was part of a medal sweep by a three-person George Brown team. Team mem-

bers Tim Thompson won gold in the Residential Wiring category and Kevin Brown won bronze in the Architectural Computer-Aided-Design category.

Thompson went on to win silver at the national competition and Brown got a bronze.

George Brown College is one of Canada's biggest and best-known educators in the field of technology and trades with dozens of specialized programs.

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Taking aim at student drop-out rates

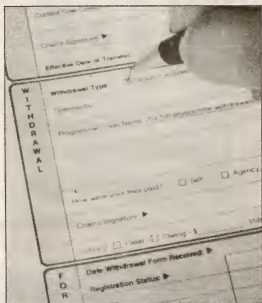
by Lois Athanasias,
Student counselor,
St. James Campus

Students start college programs expecting to graduate, but for many, dreams turn into disappointment. About 45 per cent of students in two and three-year programs at Ontario colleges, including George Brown, don't make it to graduation. There are many reasons for dropping out, including academic, personal and financial problems and dissatisfaction with various aspects of the program chosen.

The issue of student success/retention at George Brown had been addressed by various isolated projects but last year the college-wide Student Success/Retention Committee was initiated as a result of a recommendation from the Access and Student Services Task Force of the Academic Plan. This committee was chaired by Susan Styfianous, Director of Student Services. It included representatives of administration, faculty, support staff, students and two union locals.

The recommendations of that committee are now being implemented with the assistance of consultant Bill Grevatt, of the Student Success Co-ordinator at Mohawk College in Hamilton.

Mohawk College, through their Student Success Program, has dramatically increased retention in eighteen academic pro-



grams over three years. In Physical Sciences the increase was 35 per cent.

Strategies that have proven effective in enhancing student success/retention are:

- ongoing orientation throughout the first semester
- planned opportunities for out of classroom student/staff interaction
- student advising and progress monitoring
- early identification of "at risk" students followed up by appropriate referrals.

A comprehensive student success pilot project will be launched in the Nursing program at George Brown with this September's intake. The project will encompass research, intervention and evaluation. The research component will include demographic and withdrawal

surveys and student tracking. The intervention component will include the establishment of faculty advisors and an early alert system.

Clare McElroy, a counsellor with Student Services, has been seconded to the project for the full term.

Academic divisions throughout the college will be accountable for their student retention and for the development of student success/retention strategic plans. Student involvement in the planning process will be encouraged. A Student Success Co-ordinator will be

hired to co-ordinate and support the implementation of such plans.

The accountability for improving student success/retention goes right to the top at the college. President John Rankin said, "To ensure my personal commitment, it is one of my performance objectives with the Board of Governors to improve the college's student retention rate. I am also holding each of the deans responsible for the retention rates in their divisions.

"Clearly we can't take all the responsibility. Students play a large role in being successful. We have a shared responsibility. They have to be motivated to do their part in it but we have to provide them the environment and the quality of service."

Susan Styfianous added, quoting from the retention committee's final report, "Caring faculty and staff are the key to success." Susan welcomes questions or suggestions about the college's student success/retention plan.

What can students do to help themselves do well at college? Successful students in the Nursing program who participated in focus groups identified a variety of behaviours and attitudes that contributed to their success. Attending class regularly and keeping on top of assignments were very important as was learning ways to work smarter rather than harder.

Students can also help themselves by getting help early when they have problems. Peer tutoring and remedial labs are available. Counsellors can help with academic, personal and career concerns, and make referrals to community resources. Counsellors are also available to come into classes to address issues such as study skills and stress management.

LETTERS

AIDS walk organized

Editor:

We've been challenged! The students, staff and faculty of Ryerson Polytechnic University, sponsored by Molson, have called on all colleges to help them raise funds for AIDS care, education and research by participating in "From All Walks of Life", the annual 10-km pledge walk through the streets of downtown Toronto.

Toronto has one of the highest incidence rates of AIDS for both men and women in all of Canada, so it's no surprise that the walk is Canada's largest single-day AIDS fundraising event. Despite the seriousness of HIV/AIDS, the walk is also a fun-filled day of entertainment, music and food at Nathan Phillips Square.

For five years, From All Walks of Life has brought together people in a way that reflects its name: gay and straight, kids and grandparents, married and single people, and many cultural backgrounds. This year's walk co-chairs, actress Cynthia Dale and Toronto Blue Jay Paul Molitor, want to raise \$1 million, rain or shine.

Many students, faculty and staff at George Brown have been touched by HIV/AIDS, and, sadly, many more will be in the future. You can help the 36 non-profit Metro Toronto agencies that share the proceeds of the walk by taking up Ryerson's challenge and getting involved.

You can collect pledges and walk with the GBC walk team on Sunday, Oct. 2, and/or support your friends and colleagues who walk by making a donation. If you raise \$250 or more, you will be eligible to win a Chevrolet Geo Tracker and other great prizes!

Walker kits, including pledge sheets coded for the George Brown walk team, will soon be available at all campuses - you can pick one up at student orientation on Sept. 6 and 7. Look for walk team tables at Meet-and-Greet barbecues at Casa Loma and St. James from 10 a.m. to 1 p.m. on Sept. 6 and 7 and at Nightgale on Sept. 7. If you obtain a pledge sheet elsewhere, please remember to indicate on it that you are with the George Brown walk team, so that we can keep track of how much we raise. Then maybe we can challenge Ryerson next year!

For information about joining the walk team and obtaining a walker kit, or if you can lend a hand in organizing our team, promoting the walk or creating a banner to carry on Oct. 2, please

contact me, the team captain, at (416) 867-2096 or come to Room 404B at 200 King St. E. Look for information in the next issue of City College News about team meetings and other developments.

Cynthia Brouse,
English Co-ordinator, St. James

Anti-racist program

Editor:

In the spring of 1994 eight students from George Harvey Collegiate Institute spent 15 weeks at George Brown as part of an Anti-Racist Leadership program sponsored by the Ontario Anti-Racism Secretariat, The York Board of Education and the college.

The students, who worked in various departments at George Brown, collectively wrote a letter to sum up their experiences. Here is part of it: "There are goals we have set to achieve after successfully completing the program.

These are: bringing our experiences back to George Harvey to share with students entering this program; gaining from our personal experiences and accomplishments, and successfully taking on our obligation as leaders within our community."

The program will continue its important work at the college this fall. If anyone is interested working with a co-op student who should contact me as soon as possible at 867-2674.

Franky Chernin,
Student Life Manager

HERE'S HOW TO HAVE YOUR SAY!

City College News wants you to have your say! If you're concerned about a topic, event or issue that you think will be of interest to students and staff at George Brown - put it down on paper. Write a letter or an article, or just suggest a story idea to us. Here's how you do it.

1. Make sure your submission is legible (it can be typed or handwritten), keeps to the point, and is brief. If it's too long we may edit it for length as well as for grammar and spelling.

2. Sign your submission and include your full name, telephone number, address and some indication of your affiliation with the college (i.e., course name, job, etc.).

3. You may request that your name be withheld from publication. We will respect your request if you provide us with a reason.

4. We welcome anonymous story suggestions, news tips or other material; however, as in all cases above, City College News staff and its editorial board will make decisions about what will be published.

5. Keep a copy of what you send to us. We will not return unsolicited material, including photographs, unless we are provided with a stamped, self-addressed envelope.

6. Drop off your submission in a sealed envelope at the mail slot in the information booths in the front lobby of 200 King St. E. at St. James Campus or the third floor entrance of 160 Kendal Ave. at Casa Loma, or send it by Canada Post or internal college mail to:

Editor, City College News, Marketing Services Department, 200 King St. E., Room 542E, George Brown College, Toronto, Ont. M5A 3W8 or fax it to (416) 867-2303.

The deadline for submissions and letters for our September issue is Wednesday September 34. PLEASE NOTE: City College News will not publish material that, in the opinion of its legal counsel, could be libelous or could contravene the Ontario Freedom of Information Act or any other municipal, provincial, or federal statute. In addition, it will not publish material that includes discrimination on the basis of race, religion, ethnicity, nationality, disability, sex, sexual orientation, age, social class, occupation, political belief, family status or appearance.

CITY COLLEGE NEWS

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GEORGE BROWN
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The Academic Plan

Special
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Section

One Year
Later



Priority Recommendations for Year One, 1993-1994

In October, 1993, the President announced five initiatives as "stepping-stones" for full implementation of the Academic Plan which would evolve over the 1993-1994 academic year.

These initiatives, jointly identified as priority recommendations by the four Task Forces of the Academic Plan and the Council of Deans, have been enacted.

1. The proposed Centre for the Arts has been established as the Faculty of Creative Work. Under the leadership of a new Dean, Luke Rombout, all of the arts-related programs have been consolidated and new programming directions are under way. The Dean is beginning work on a plan to create a physical centre for the new Faculty.

2. The Learning Resource Centres (Libraries) and the Audio Visual Departments which constitute the College's Educational Resources Division have joined the Academic Division, now known as the Faculty of Academic



Studies and Resources. The new faculty will provide the integrated, cross-college resources which are essential to student-centred education and a positive learning culture.

3. General Education will be implemented in accordance with the College Standards and Accreditation Council's Final Report, as well as the George Brown General Education Task Force Final Report. The ongoing work of the new General Education Co-ordinators will continue to facilitate the development of general education. As a transitional measure in establishing a general education department, the College will be working with a matrix structure for administering general education. The General Education Team will oversee the implementation of general education in the College. The General Education Curriculum Committee will monitor general education curriculum development and review.

4. The feasibility study for the student assessment centres is in progress through the work of the Assessment Group, the Student Success Project and the Final Report of the Retention Subcommittee. The Student Success Project outlines how we can identify



students at risk for reasons of motivation, coping skills or receptivity to support. Further study will be focused on up-front academic assessment. A detailed implementation plan is expected by January, 1995.

5. The profile and activities of Student Services have been enhanced through the expanded mandate of the Vice-President of Corporate Services and Student Affairs. By providing our students with direct representation at the upper management level, student development functions and services have been facilitated.

Inside:

- Implementation Update and Strategies
- New Structures
- Looking Ahead
- Who's Involved?

Implementation Update: A Synopsis

The success of the academic planning process at George Brown is, to a great extent, a function of the integrity of the democratic approach used by the Task Forces and their focus groups. Accordingly, the preceding five priority recommendations in no way precluded work on the implementation of other initiatives. Early in September, 1993, the remaining recommendations were examined with a view to content, cost and implementation strategies. Since then, the College has taken action on the majority of the recommendations put forward.

The Academic Plan originally allocated recommendations into two categories, those mandated by the Ministry and the Council of Regents, and major cross-college recommendations common to two or more Task Forces.

In May of 1993, the Academic Plan Steering Committee proposed that the

recommendations be implemented in two-year cycles into the next decade, and that the recommendations of each Task Force be treated fairly and equitably.

An early review of the recommendations revealed considerable cross-referencing and overlapping themes. The first strategy in the implementation process in September, 1994, was, therefore, a detailed, systematic analysis of all the recommendations with a view to content and direction. This resulted in the following 17 classifications. This thematic approach has become a key element in the implementation plan which has evolved over the past year.

1. Mission Statement-Philosophy of Education
2. The Learning Culture
3. Program Review/Standards and Outcomes
4. General Education Curriculum and Implementation
5. Generic Skills/Generic Skills Articulation Project
6. Prior Learning Assessment
7. Alternative Delivery Strategies/State-of-the-Art Technological Instructional Support Systems/Learning Resource Centres
8. Scheduling/Registration
9. Research and Development
10. Student Retention/Student Assessment Centre
11. Student Services
12. Academic Architecture
13. Academic Themes/New Directions in Programming
14. Academic Leadership
15. Professional Development, Achievement/Recognition, Faculty Support Systems
16. Equity Across the Curriculum
17. Community Outreach



"One of the first ways I got involved with the college was to sit on the Access and Student Services Task Force of the Academic

Plan. That was two years ago. Now I'm starting to see some of the things we suggested actually becoming real. College staff on the Task Force really listened to what I had to say... they took my suggestions really seriously. There's lots of ways to get involved."

Tim Kemp, President, Student Association

Implementation Strategies

To ensure that no recommendations have been overlooked, the status of each recommendation has been carefully tracked, cross-referenced and documented in Recommendations - A

Companion Document for the 2002 Summary. Revised copies showing progress to the end of June, 1994, are available in the offices of Deans, Chairs and Directors as well as in the Learning Resource Centres.

Questions such as accountability, current committee activity, approximate cost and time frames were considered in formulating implementation strategies. As implementation progressed, the following approaches became predominant.

1. Referral to Committee

Twenty recommendations were grouped under the combined category of mission statement/philosophy of education. These were referred to the Programs Issues Committee of the College Council for the development of a draft statement of the College's philosophy of education. This preliminary document has been circulated to the Council of Deans and the Board of Governors and published in the City College News. Further refinements are expected in the 1994-1995 academic year.

Six recommendations related to research and development were referred to a subcommittee of the Council of Deans. This subcommittee has proposed that a

Research and Development Steering Committee be struck with the Vice-President Academic and the Vice-President Access and External Relations as co-chairs. Proposed committee members would include the Dean of Academic Studies and Resources, and the Dean of Continuing Education and Marketing. Faculty representation is essential and could be addressed through the divisional professional development representatives. The mandate of the

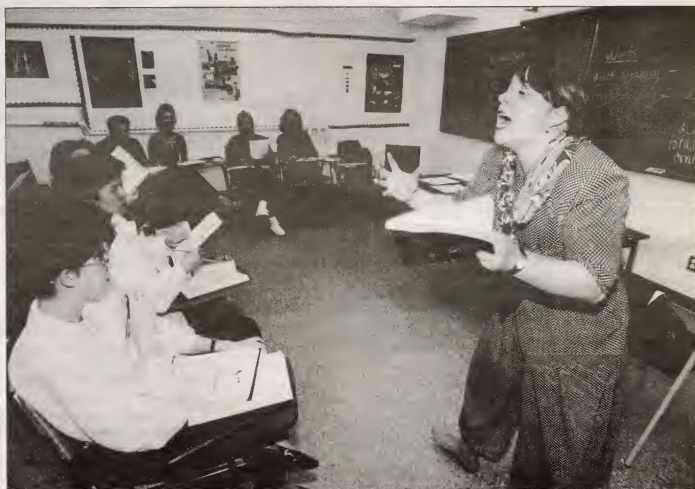
committee centres on the coordination of academic, institutional and marketing research in the college. Detailed objectives will be considered in the fall.

Sixteen recommendations on issues relating to professional development and staff achievement and recognition were referred to the Vice-President of Human Resources and a subcommittee of the Learning Resources Task Force. It is envisioned that the newly reconfigured Staff Resource Centre will assist faculty

in preparing for CSAC program requirements as well as in taking a proactive role in new teacher training and ongoing professional development for all employees of the college.

Seventeen recommendations relating to Quality Scan have been referred to the Program Evaluation and Review Committee. Now entering into its third cycle, program review is a well established component in the College's academic functions. As the rec-

Continued on page 7



Implementation Strategies

Continued from page 6

ommendations from the Quality Scan action plans are implemented, the commitment to program excellence envisioned in the Programs Task Force Report is becoming reality.

Ten recommendations were referred to the Academic Systems Steering Committee which established two instructional technology subcommittees. The Computer-Based Learning Subcommittee is preparing a strategy centred on interactive, multimedia and other instructional technologies in the college. The Distance Education Subcommittee will coordinate the various divisional distance education activities and begin work to prepare a distance education strategy.

2. Divisional Implementation

Fourteen recommendations which address key issues relating to programs, academic leadership and the College's organizational structure have been referred to the Council of Deans, where they have been discussed and prioritized for action in 1994/95. New initiatives in retention and recruitment, international education and research and development will build on our strengths and develop leadership in new areas. The Academic Plan makes reference to the Report of the Task Force on Advanced Training – No Dead Ends, specifically, to preparation for degree programs, and will continue to work toward a

fully integrated system of articulation and "laddering" internally and externally.

During the past academic year, the Vice-President Academic convened three retreats with the Chairs and Deans. These retreats provided in-depth orientation to key academic plan documents and assigned timelines as well as divisional and departmental responsibility for implementation. All Deans and Chairs have been asked to assume a lead role in implementing the Academic Plan for 1994-1995.

The Equity Resource Group Report and the Community Relations Report have been referred to the Vice-Presidents of Human Resources and Access and External Relations. The recommendations contained in these reports were incorporated into the thematic review previously described. However, specific implementation and detailed action plans have been deferred until 1995-1996, with the exception of the newly created half-time release Curriculum Development Consultant position, which is a direct result of the proposals contained in the Equity Resource Group Report.

3. Task Force Studies and Reports

Three recommendations on student success and retention were addressed in the Final Report of the Student Success and Retention Subcommittee which

was tabled in December, 1993, and presented to the Enrolment Committee of the Council of Deans.

The Final General Education Task Force Report and the Final Report of the Generic Skills Subcommittee were completed early in 1994. In May, the College hosted a very successful General Education Curriculum Sharing Seminar which was attended by 22 colleges. George Brown has emerged as a leader in General Education and will host a similar seminar in the fall.

In June, the College responded to the Interim Report of the Provincial Generic Skills Council. The Chair and the focus group leaders of the George Brown Generic Skills Subcommittee spoke to the provincial recommendations for the five generic skill areas with succinct and cogent arguments. The Final Provincial Report is expected in December. Generic skills implementation at the College will begin in the fall through the work of two half-time release Generic Skills Coordinators from the Academic and Access Faculties.

As the preceding synopsis illustrates, much has been achieved as we move one year closer to 2002. The hard work, honest discussion and ongoing commitment demonstrated throughout the past year are a tribute to the strength of the college.

Academic Plan Implementation Committee, 1993-1994

The Academic Plan Steering Committee completed its mandate with the submission of the final report of the General Education Task Force, the Generic Skills Subcommittee and the Equity Resource Group. A smaller group called the Academic Plan Implementation Committee was then formed to act as a steering committee for

the implementation stage of the plan. Membership consisted of one of the co-chairs of each of the Task Forces and a representative from the academic and the support staff union locals. The Vice-President Academic chaired the committee in partnership with Hilde Zimmer, the Academic Plan Implementation Coordinator.



GENERAL EDUCATION IN ACTION George Brown is well on his way towards full implementation of General Education courses in post-secondary programs across the college. At a seminar in late August General Education Co-ordinators Marianne Taylor (left) and Ed Ksenych (right) chat with Hospitality teacher Susan McAuley (center left) and Fashion teacher Kay Kaszuba (center right) about the college's new General education Foundation course which is being offered this fall in many programs.

Looking Ahead ...

As we had hoped when we began this plan, we are thinking about the future today, answering questions about tomorrow to the best of our ability so that we are prepared to face the challenges ahead.

Academic planning is an evolutionary process which guides our academic future. The coming year will address common issues

in programming and delivery methods, access and retention and the promotion of the learning culture concept. All policies and practices will be based on research and strategic development of staff.

Our vision continues to be "a common dream for the future; an ideal image of what we want our college to be."

Academic Plan Implementation Committee, 1994-1995

The organizational chart and committee membership list contained in this report, outline the Academic Plan Implementation Committee and its mandate for 1994-95.

The focus of the second year of the Academic Plan is on programs, CSAC requirements and new programming initiatives set within the learning culture envisioned in the Learning Resources and Delivery Strategies Task Force.

The revised committee structure consists, for the most part, of individuals who have been assigned or have assumed tasks related to the implementation of these initiatives.

The Academic Plan Implementation Committee will be accountable to the Vice-President Academic and will prepare regular updates for Management Committee, the Council of Deans, Chairs Group and College

Council, as standard operating procedure for Year Two. Past Academic Plan Steering Committee members will receive minutes to maintain a steady communication link and connection to the original Task Forces.

Early planning meetings for 1994-1995 will consider the revised mandate of the committee as well as a communication process which will ensure timely information and consultation. Communications strategies will include meetings with faculty and students, inserts in City College News and an active partnership with the Student Association.

Meetings will be held on the Wednesday of the third week of every month, from 4 to 6 p.m. in the Boardroom at 500 MacPherson. These meetings are open to anyone who wishes to attend as an observer, as well as for presentations and input from interested staff.

Academic Plan Implementation Committee



Committee Member	Position	Responsible for:
Patricia Groves*	VP Academic	Programs / Research and Development
Luke Rombout	Dean	Communications
Jim Ross	Dean	Learning Culture
TBA	Dean	Instructional Techniques
Georgia Quartaro	Chair	Learning Culture
TBA	Manager, Staff Resource Centre	Professional Development/Staff Development
Tim Kemp	Student Association	Students
Marianne Taylor	General Education Coordinator	General Education
Ed Ksenych	General Education Coordinator	General Education
Barbara Dyce	Generic Skills Coordinator	Generic Skills
TBA	Generic Skills Coordinator	Generic Skills
Amy Thornton	Prior Learning Assessment Facilitator	Prior Learning Assessment
Tom Tomassi	Local 556	Faculty
Loreen Miskevich	Local 557	Support
Hilde Zimmer*	Academic Plan Implementation Facilitator	Summary of Recommendations
Lynne Mulder	Dean	Quality Scan
Susan Stylianos	Director	Student Services

*Committee Co-Chairs

Academic Plan Implementation Committee

Programs

Key People:	Responsible for:
Patricia Groves Bob Struthers Deans Curriculum Development Consultant	<ul style="list-style-type: none"> New Directions in Programming Research and Development International Quality Scan Standards and Outcomes Equity Across the Curriculum

Access and Student Services

Key People:	Responsible for:
Susan Stylianos Generic Skills Coordinators General Education Coordinators Amy Thornton Tim Kemp	<ul style="list-style-type: none"> Retention Student Success Student Assessment Centres Generic Skills Articulation Project PLA Portfolio Course

Academic Plan

Academic Plan Implementation Committee

Mandate:

- to maintain and promote the spirit of the Academic Plan as the driving force behind strategic planning
- to monitor the implementation of the Task Force Recommendations
- to develop and implement a communication strategy which targets all stakeholders

General Education

Key People:	Responsible for:
General Education Coordinators Gen. Ed. Curriculum Committee Generic Skills Coordinators Al Budzin Terry Dance-Bennink Ron Waldie Patricia Groves	<ul style="list-style-type: none"> General Education course development, review and implementation Foundations Course IPCC General Education Curriculum Sharing Seminars Generic Skills Implementation

Learning Resources and Delivery Strategies

Key People:	Responsible for:
Jim Ross Georgia Quartaro Manager, SRC Faculty Consultant, SRC Sally Layton Dean, Science and Technology Luke Rombout Ita Ferdinand-Grant	<ul style="list-style-type: none"> The Learning Culture Professional Development Achievement and Recognition Staff Resource Centre Instructional Technology

George Brown and Ballet Jorgen got together to offer new directions in dance training in Toronto

DANCE PARTNERS

By Peter Vamos

When most of her Thornhill high school mates are on their way home or to the local mall after school, Gigi Uson can be found heading downtown – towards the fulfillment of her life's ambition: To be a dancer.

Uson comes to studios in George Brown's St. James campus and takes three hours of classes at the School of Classical and Contemporary Dance (SCCD).

Few of her peers at St. Elizabeth Catholic School in Thornhill have as firm grasp on their futures as she does – the 15-year-old has had her goals set since she was seven. And whether it's a career in ballet or modern dance, Uson feels SCCD is the right place to start.

"Anything I do (in dance) would be great," she says. "If I have a short ballet career, I can get into teaching ballet."

The SCCD emerged in 1992 from the ashes of the former George Brown School of Dance, which ran into financial problems and was closed after operating as part of the college for many years.

That year George Brown entered into an innovative partnership with Toronto's Ballet Jorgen, a professional dance company, to start the new dance school.

Uson spent two years in the George Brown program before continuing with the new school.

At her young age, Uson is on the verge of breaking through as a professional dancer. One more year in SCCD, then one year dancing semi-professionally – a kind of apprenticeship with Ballet Jorgen – and she may be ready for a full-time position with a performing company.

Training choreographers

Ballet Jorgen was created in 1987 by National Ballet of Canada veteran Bengt Jorgen. It is today a leading producer of new ballets in Canada, with an emphasis on showcasing the works of emerging choreographers.

Through its partnership with George Brown College, SCCD gives professional dance training to young people between six and 18 years old and also provides instruction for adults through evening and weekend programs.

Under the partnership agreement, the college gave the school \$45,000 in start-up funds.

The dance school hopes to become self-sufficient this year, says Jorgen, who acts as artistic director for both the school and Ballet Jorgen.

"We have progressed very well and we have stabilized very well," he says. "Now we're looking forward to integrating all our programs."

Jorgen hopes to have his students working closely with the college's Theatre program, helping to create a

more comprehensive and cohesive creative arts community at George Brown.

"When you work in a partnership, you can draw on the strengths of both. That's what we're trying to do," he says.

The college's studio facilities, administrative expertise and theatre connection complements Jorgen's artistry, experience and management style in a way that is advantageous to everyone involved, Jorgen says.

Although Ballet Jorgen performs regularly at the Premiere Dance Theatre at Harbourfront and tours Canada every year, dancers are simultaneously training to become choreographers. They attend workshops by leaders in the field and learn a wide range of cultural dance styles with their eyes to the future.

"Once their dance careers are over, these are the most likely people to become choreographers," Jorgen says.

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FIFTEEN-YEAR-OLD GIGI USON, who has her sights set on a career in dance, is a student at the School of Classical and Contemporary Dance – an innovative partnership between George Brown and Ballet Jorgen.



BALLET JORGEN dancers use the studios at St. James Campus for practice and rehearsal.



SENIOR VICE-PRESIDENT JIM TURNER shares a moment at a gala retirement dinner for him at Seigfried's Dining Room in the Hospitality Centre in May with retired School of Business chair Ed Dunn. The event attracted hundreds of people and included tributes by colleagues, former colleagues and government officials.

Jim Turner retires after 25 years with college

THE COLLEGE MARKED the retirement this summer of Jim Turner, a pioneer in the early years of George Brown and a key administrator at the college for the last quarter century.

At several events, colleagues, former colleagues and government officials paid tribute to his wisdom, depth of understanding of college issues, humour and empathy.

At his retirement he was Senior Vice President, responsible for the college's massive \$30-million campus renewal program, but since joining George Brown in 1969 he held many key posts.

Turner, who began his career as a secondary school teacher and administrator in Ontario, joined the college as chair of the Business and Commerce division (now called the Faculty of Business). Over the following years he was promoted to several positions including Director of Student Services, Dean of Business and Commerce, and Vice-President of Administration. In this last position under late president Doug Light, he was responsible for the day-to-day operations of the college including finances, buildings and property, and human resources.

He was also involved with provincial collective bargaining in the 1980s, and was part of several international development projects.

Outside of work, Turner was a key volunteer for the Toronto Association for Community Living (formerly the Association for the Mentally Retarded), serving twice as its president, and received both local and international recognition for his work in this area.

Known for his loyalty to his colleagues and encyclopedic knowledge about the college, its buildings and virtually all its staff and programs, Turner was feted at several events this summer including a gala dinner at Seigfried's Dining Room. The event attracted hundreds of people, including some who have been retired for decades. Speakers at the event included representatives of faculty and support staff union and provincial officials.

At the event college controller Tony Lennie joked about Turner's tight-fisted control of college expenses.

Note: The next issue of City College News will include other recent administrative appointments and staff changes.

New Community Services dean seeks challenge of changing needs

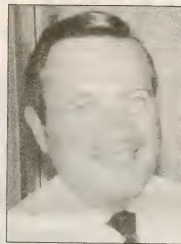
MICHAEL COOKE HAS GONE from the abstract to the very concrete.

He's gone from thinking about adult education in general terms as the executive director of the Association for Adult Education to dealing with individual programs and students as George Brown's new dean of Community Services.

"George Brown represented an opportunity to reinvent myself at an immediate level with education," he says.

The Association is a national group of individuals and institutions whose goal is to promote citizenship, grass-roots discussion and involvement in public affairs, and adult education.

The former teacher and social services manager says this is a challenging time to be involved with social services in Canada — with the growing needs of an aging, increasingly multicultural population dealing with major technologically driven shifts in the workforce on one hand and cash-poor governments seeking service reforms on the other.



MICHAEL COOKE has joined George Brown as the dean of the Faculty of Community Services from the Association for Adult Education.

"We need more than ever to weave the social fabric of our society," he says.

As a partner in the social service network, institutions like George Brown should have a voice in the process of changing services, he says.

Cooke (who is no relation to Ontario Minister of Education

and Training David Cooke) replaces Jeff Vile, who retired this summer after a career at George Brown that started in 1967.

It was in March of that year that Vile joined the teaching staff of the Child Care program offered Provincial Institute of Trades by the forerunner of George Brown that became part of the college in the fall of 1967.

In the following years Vile became a program co-ordinator and chair of what was then George Brown's Department of Community Services. The department became a division in 1991 and Vile was named dean.

Friends and colleagues marked his retirement this summer with several social events and gave him a trip to Newfoundland — one of his favorite destinations. Other retirement gifts are being used to establish a Community Services Student Awards Fund. Vile, an avid cyclist, plans to carry on summer ride-a-thons to continue to raise money for the student awards.

OSAP tips from the experts

Staff of George Brown's Financial Assistance Office can help in all aspects of the Ontario Student Assistance Program (OSAP), which includes the Ontario Special Bursary, Ontario Work Study, Child Care Bursary, and Disability Bursary programs.

Here is some information from office staff that full-time students should know:

- It takes at least 10 weeks to have an OSAP application processed. The George Brown office acts as an administrative agent for the Ministry of Education and Training, and final decisions and the production of all documents rests with the Ministry's Student Support Branch in Thunder Bay.

- An application deadline is in effect for the 1994-95 year. Students can apply for financial assistance within 45 days of the start of their program. Beyond 45 days they will receive a pro-rated award beginning the date they apply, to the end of their study period.

- Loan documents cannot be released without the required documentation, i.e. social insurance card, a second piece of identification, tuition receipt fee deferral form, and proof of summer income from all sources including unemployment insurance, FBA, GWA.

- If students have had previous Canada Ontario student loans, but will not be negotiating another loan this year, they require a Schedule II (Confirmation of Enrolment)

form R to ensure their previous loans remain in interest-free status.

- The Ontario Work Study Program provides students with part-time jobs on campus to help them cover educational expenses. Further information and application forms for this program are available from the Financial Assistance Office.
- If you have submitted an OSAP application to more than

one institution, your actual funds may not be available at the beginning of the school year. When you know which institution you are attending, notify the Financial Assistance Office at that institution. Then inform the other Financial Assistance Offices to cancel your OSAP application.

The Financial Assistance Office is located in Room 201B at 200 King St. E. The phone number is 867-2476.

Dance

Continued from page 9

"We're not just performing, but training choreographers, which makes it a perfect fit for George Brown."

Although SGCD itself is not a training ground for members of Ballet Jorgen, opportunities do exist.

"You can't guarantee anything, but everybody likes to train their own dancers," says Susan Bodie, director of communications for Ballet Jorgen.

Regardless of whether their students make it with the parent company, administrators are confident that their talented students like Usou will find work as professional dancers.

What gives their students a slight advantage is the array of dance styles to which they are exposed. Reflecting the multi-

tural make-up of students and teachers, the schools draws from many diverse cultural dance styles for its curriculum, Bodie says.

"It's really a good representation of downtown Toronto and that is different from most (dance) schools in the area."

The school also provides opportunities for other students attending George Brown and adults in the surrounding community to learn or relearn dance techniques and work on fitness. Classes, which take place week-nights and on Saturdays, range from beginner to advanced. Fees start from \$11 for a single class to \$590 for a full term of four classes a week.

"A lot of the students at the college might be going to take exercise classes somewhere else because they don't know that we're here," Bodie says.

The school is located on the lower level of 200 King St. E. For more information about courses and registration call 867-2035.

GOT A GRIPE AT 2 A.M.?

Give City College News a call on its new 24-hour comment line



Do you have an opinion about George Brown or college that you'd like to share with our readers? Give us a call at 867-2279 and leave a message up to five minutes in length. We'll transcribe your call and publish it in the next issue of City College News as a letter. Don't forget to add (and spell) your name and your phone number.

City College News wins national and Ontario awards

You're reading the best campus newspaper in Canada.

That's what an independent team of communications specialists decided this year after sorting through entries from dozens of university- and college-produced papers.

City College News "has set a new standard for institutional publications — a first-class effort" said judges of the Canadian Council for the Advancement of Education (CCAE), which gave the monthly newspaper the gold prize in its annual awards.

The CC AE awards pitted City College News (CCN) against dozens of newspapers from universities across the country including papers from the University of Toronto, and McGill, Dalhousie, Concordia and Queen's universities.

Judges liked the News' selection of news and features, the use of graphics and were particularly impressed by the editorial latitude given to the George Brown publication by the college.

"A less confident and less enlightened administration would have avoided the kinds of stories that appear in this paper. A brave, gutsy and above all highly-credible approach to two-way communication," judges commented.

Last year George Brown took the bronze award in the CC AE awards — with Concordia coming first and the University of Toronto second.

City College News was also honoured as the top 1994 newspaper at Ontario's 23 community colleges. For the second year in a row it won the Award of Excellence in the newsletter category in the annual awards given by the Ontario College Advisory Committee on Public Affairs — a provincial group of college public relations and marketing managers.

The News got the highest number of first place votes in peer judging for the awards of any entry in any category in the Ontario competition.

"In just two years City College News has achieved the popular and critical success we hoped for," says George Brown Manager Jill Holroyd, "The awards are a tribute to the hard work and vision of George Brown's administration, CCN staff and our editorial board."

Editorial decisions at CCN, which has a staff of one editor and one part-time writer, are guided by an editorial board which includes a full-time student, continuing education student, administrator, faculty member and support staff member.

Editorial board members this year are Small Business Management student Sherry Osmond, continuing education student Orlanda Merrek, teacher Gordon Nore, who now works in the Staff Development Centre, Sue Thomson of the Futures program and Luke Rombout, Dean of the Faculty of Creative Work.



STUDENT DESIGNS ON RUNWAY — Designs by George Brown fashion students hit the runway in May in a student-run, Students' Association-sponsored show at the Phoenix Concert Theatre on Sherbourne Street. Designer Mei Chen Li took a fresh approach to a traditional them with a fitted silk dress (left) while Huu Trui Truong created a short attention-grabbing dress and hat from metallic fabric (right).

September Events

Continued from page 12

— Staff course: WordPerfect 6.0 for Windows. This course will consist of two Monday morning sessions in September from 8 to 11 a.m. For information and dates call Linda Purser in the Staff Resource Centre at 944-4661.

Sept. 14, 21, 27 — Seminar for staff: George Brown's policy on discrimination and harassment. For information, times and locations, please call the Human Rights Advisers Office at 944-4703.

ACADEMIC DATES

Sept. 12 — Extended hours of service resume for the St. James Campus Resource Centre begin: Monday to Thursdays, 8 a.m. to 7 p.m., Fridays 10 a.m. to 4 p.m. Hours valid until Dec. 19. Computer Centre and other library hours may vary.

HOLIDAYS AND COLLEGE CLOSINGS

Oct. 10 — Thanksgiving. College Closed.

RELIGIOUS HOLIDAYS AND OBSERVANCES

Sept. 6 — Parkash, Sikhism

Sept. 6 — Rosh Hashanah, Judaism

Sept. 8 — Izzat, Baha'i

Sept. 9 — Samvatsari Dashedakshani-parva, Jainism

Sept. 12-16 — Ghambar Paitishem, Zoroastrianism

Sept. 15 — Yom Kippur, Judaism

Sept. 18 — Ananta-chaturdasi, Jainism

Sept. 19 — Ksamavani, Jainism

Sept. 20-27 — Sukkot, Judaism

Sept. 23 — Fall Ohigon, Buddhism

Sept. 23 — Ganesh Chaturthi, Hinduism

Sept. 27 — Mashiyyat, Baha'i

Sept. 28 — Simhat Torah, Judaism

Oct. 2 — World Communion Sunday, Christianity

EVENT LISTINGS:

If you have, or know of, an upcoming college event that is open to students or staff it can be listed in the column. Just follow the directions in the "Have Your Say" box on page 4, and pay particular attention to the deadline.

You can make the News

Help make the news by contributing to City College News with your:

- Comments and letters
- News reports and articles
- Story ideas and suggestions
- Photography, graphics or cartoons
- Suggestions for Deals — a new feature devoted to the best buys for George Brown students and staff.

Want to help make the News? Contact editor Neil McGillivray at 867-2060, fax 867-2303 or Room 542E, 200 King St. E.

SEPTEMBER EVENTS

SPECIAL EVENTS

Sept 23-25 – Wine tour with Bjorn Rasmussen 1994, New York State Finger Lakes region. \$299 per person. For further information contact Bjorn Rasmussen, 867-2260 between 10 a.m. and 2 p.m. or leave a message at 1-905-335-2159. Note: This tour is not sponsored by George Brown College.

SPORTS AND RECREATION

Sept. 6 – First meeting of those participating in Women's Varsity Soccer. At St. James gym, 5 p.m.

Sept. 6-16 – Registration for teams wishing to play Lunchtime Intramural Ball Hockey or Volleyball, at both Casa Loma and St. James. For more information call your Campus Athletics department. 944-4627 (Casa Loma) or 867-2176 (St. James).

Sept. 6-23 – Registration for Recreational Athletics: aerobics, jogging, table tennis, tai-chi, scuba and co-ed badminton and volleyball at your campus athletics offices. For more information call 944-4627, or your campus athletics office.

Sept. 6-23 – Registration for Recreational Tennis at Kensington in the gym. For more information call 944-4627.

Sept. 7 – Practices begin for Men's and Women's Varsity Soccer. Practice time are 4-6 p.m. Mon day to Friday at Moss Park.

Sept. 8 – Practices begin for Varsity Touch Football at Winston Churchill Park. Practices are every Tuesday and Thursday, 4:30 to 6:30 p.m.

Sept. 13 – First practice for the Varsity Cross Country Team, 4:30 p.m., St. James. Practices are every Tuesday and Thursday.

Sept 17 – George Brown Golf Tournament, at Tam-o-Shanter Golf Club. Tee off time 7 a.m. Registration Sept 6 to 16. Cost: \$20.

Sept. 19 and 20 – Recreational jogging begins. Every Monday and Wednesday, 4:30 p.m. at Casa Loma and Tuesdays and Thursdays, 4:30 p.m. at St. James.

Sept. 19 – Recreational table tennis begins at Casa Loma and St. James. Played every Monday and Friday. From 2:30 to 4 p.m. in the St. James gym and 10 a.m. to 5 p.m., Monday to Friday in Bldg "C", room 263, Casa Loma.

– Aerobics classes begin in the Kensington and St. James gymnasiums.

Classes run 4 to 5 p.m. every Monday and Wednesday.

– Recreational Tennis begins in the Kensington gym. 2:30 to 4 p.m., every Monday and Wednesday

Sept. 20 – Aerobics classes begin at Casa Loma, room B202. Classes run 4 to 5 p.m., every Tuesday and Thursday.

– Recreational table tennis

begins at Kensington. Every Tuesdays and Thursdays, from 2:30 to 4 p.m. in the gym.

– Tai Chi classes begin, 4 to 5 p.m. Call 944-4627 for more information.

– Recreational co-ed badminton and volleyball begin at Casa Loma and St. James. Every Tuesdays and Thursdays, from 4 to 5 p.m. in the gym.

– Men's varsity soccer. First home game: Huskies vs. Mohawk at Keeleesdale Park, 7 p.m.

– Women's Varsity Soccer. First home game: Huskies vs. Mohawk at Keeleesdale Park, 5 p.m.

Sept. 24 – Varsity Touch Football. Alumni vs. Huskies, 10:30 a.m. Winston Churchill Park.

Sept. 27 – GBC chess tournament, in the St. James gym beginning at 4:30 p.m. Registration Sept. 6 to 23.

Sept. 27 – Women's varsity soccer. Huskies vs. Seneca at Keeleesdale Park, 7 p.m.

Sept. 28 – Scuba classes begin, Toronto General Hospital pool, 90 Gerrard St., 7 to 10 p.m., \$250 for eight weeks instruction (includes open-water test).

MEETINGS

Sept. 7 – Strategic Committee of the Board of Governors meeting, 500 MacPherson Ave., boardroom, 5:30 p.m.

Sept. 13 – Board of Governors meeting at 500 MacPherson in the boardroom, 5:30 p.m.

Sept. 20 – Human Resources Committee of the Board of Governors meeting, 500 MacPherson Ave., boardroom, 5:30 p.m.

Sept. 21 – Academic and Student Affairs Committee of the Board of Governors meeting, 500 MacPherson Ave., boardroom, 8:15 a.m.

Sept. 22 – College Council meeting at 500 MacPherson in the boardroom, from 8:45 to 11 a.m. All are welcome to attend.

Sept. 27 – Finance and Property Committee of the Board of Governors meeting, 500 MacPherson Ave., boardroom 12:30 p.m.

The George Brown Committee for Lesbians, Gays and Bisexuals will be holding meetings throughout the year. For information about the committee and dates, times and locations of meetings call 867-2373.

SEMINARS, WORKSHOPS AND COURSES

Sept 13 and 14 – Learn how to earn a college credit through what you've learned at work or in other life experiences through a Prior Learning Assessment Information Session. Sept 13 at Casa Loma, 6 to 7:30 p.m., Room 429C, and Sept 14 at St. James from 6 to 7:30 p.m. in room 582C. For more information contact the Prior Learning Assessment Office at 956-7381.

Sept. 12 – Staff courses: Introduction to American Sign Language or Intermediate American Sign Language. Introductory courses will be offered starting Sept. 12 or 13 in both cases from 2:30 to 4:30 p.m.. The Intermediate course will start on Sept. 14 from 2:30 to 4:30 p.m.. For information call Linda Purser in the Staff Resource Centre at 944-4661.

YOUR ORIENTATION PLANNER



SUN AND SOAP – That was the right mixture last year for George Brown's Shinerama when student volunteers, including Lesley Wiman, washed cars to raise money for the Cystic Fibrosis Foundation. This year car washes are being planning for Sept. 21 and 22. Check with your campus Students' Association office or call 867-2454 for details.

TUESDAY, SEPT. 6 AND WEDNESDAY, SEPT. 7

- Welcome: Staff and student leaders welcome new and returning students. 9 a.m. to noon. Main lobby at all campuses.
- Get your photo ID card and catch the Student Association video, 9 a.m. to 4 p.m. St. James Student Lounge (northeast corner of the cafeteria on the lower level). IDs and video will also be available at St. James on Thursday, Sept. 8 from 9 a.m. to 4 p.m. and on Friday, Sept. 9 from 9 to 11 a.m.
- George Brown Student Financial Assistance Office will be open in the St. James gym from 8:30 a.m. to 4:30 p.m. It will also be open with the same hours on Sept. 8 and 9
- Check out the welcome/refreshment areas on the second floor patio at St. James, third floor patio at Casa Loma, and at Nightingale. Barbecues will be held at all campuses from 11:30 a.m. to 1 p.m.

THURSDAY, SEPT. 8

Kick off the start of a new college year at a Camp Zu pub from 2 to 7 p.m. in the St. James student lounge (northeast corner of the cafeteria on the lower level of 200 King St. E.)

FRIDAY, SEPT. 9

Post-secondary classes are canceled for the afternoon so students can attend

Islandfest, the jewel in George Brown's orientation crown. Come to Olympic Island (off Centre Island) for an afternoon of food, games and fun. The event, which starts at noon, includes a free barbecue lunch. Take the Centre Island Ferry from the docks at the bottom of Bay Street.

MONDAY, SEPT. 12

Photo ID machines will be set up at Casa Loma and Nightingale Campuses. Check with your Students' Association office for times and locations

TUESDAY, SEPT. 13

Find out more about sex with broadcaster Sue Johanson. 11:30 a.m. to 1:30 p.m., Casa Loma student lounge.

THURSDAY SEPT. 15

All aboard the good ship Aurora Borealis for a catered cruise around Toronto Harbour. The Aurora weighs anchor at 8 p.m. Tickets are available from all Students' Association offices.

WEDNESDAY, SEPT. 21

See psychic Dan Valkos in the Nightingale cafeteria between 11:30 a.m. and 1:30 p.m.

THURSDAY, SEPT. 22

Chill out at a Camp Zu pub. St. James student lounge, 2 to 7 p.m.